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ABSTRACT

This curriculum is the result of a grant awarded to three North Carolina middle schools for the purpose of implementing the BASICS: Bridging Vocational and Academic Skills program that was developed at Ohio State University. The program correlates those competencies and skills considered important for learners by academic and career exploration teachers in the middle schools and identifies activities for their implementation. The first section of the guide is a matrix correlating five career exploration competencies and five employability skills with strategies in each of seven disciplines: math, science, social studies, communications, art/music, physical education, and guidance. Next, a series of matrices relates competencies in math, science, social studies, communications, and physical education to career exploration strategies. The last section takes selected competencies in each subject area and lists strategies, equipment and materials, estimated time, and instructions for the teacher for activities to integrate basic skills and career exploration. (NLL)

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STRENGTHENING BASIC SKILLS THROUGH AN INTEGRATED MIDDLE SCHOOL CURRICULUM

New Bern-Craven County Schools
H. J. MacDonald Middle School
Havelock Middle School
West Craven Middle School

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August, 1988 - June, 1989

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FORWARD

In an effort to bridge the gap between vocational and academic excellence, the New Bern-Craven County Schools applied for and received a grant from the state of North Carolina for the purpose of implementing the BASICS program, a plan developed by Ohio State University.

Faculty members from the three middle schools in the system, H. J. MacDonald Middle School, Havelock Middle School, and West Craven Middle School, correlated the competencies/strategies which are shared by the academic and career exploration teachers. The correlation of these competencies/strategies is included in this document, as well as, activities for their implementation.

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CAREER EXPLORATION COMPETENCIES	DISCIPLINES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
1. The learner will investigate the influence of personal interests, aptitudes, career values, and attitudes on career choices.	1.1 Conduct a survey of vocational interests. - salaries of various careers. - cost of living in various countries.	1.1 Incorporate leisure time activities that are related to help students see how interests relate science and jobs.	1.1 Listen to speakers who represent different careers. (Career Fair)	1.1 Choose selected readings on different careers.	1.1 Provide occupational prints to illustrate centers of interest.	1.1 Familarize students with the jobs that relate to physical fitness - ex. pro sports, trainers, coaches, camps.	1.1 Meet individually with counselor to discuss realistic possible career choices.
	1.2 Construct a graph based on survey results.	1.2 Prepare a science inventory to see what students are interested in and then act upon interests (ie: guest speakers, films, etc.)	1.2 Report on a career of choice.	1.2 Report on a career of choice.	1.2 Explore various periods in music.	1.2 Listen to professional sports personnel discuss interests, attitudes, and opportunities concerning professional sports.	1.2 Examine attitudes and values necessary for desired career.
	1.3 Construct a bar graph to demonstrate incomes of personal career interests.	1.3 Investigate activties (research) relating space travel/program to choice career.	1.3 Conduct research related to local influence on career decisions.	1.3 Investigate skills needed for specific jobs.	1.3 Explore various styles in music that relate to career choices.	1.3 Promote an awareness of the qualifications and requirements of professional athletes.	
	1.4 Work activities from <u>When Will I Ever Use That?</u>	1.4 Participate in field trips.	1.4 View filmstrip related to career choices.	1.4 Listen to guest speakers from a variety of careers	1.4 Create a job cube which shows a career, tasks, tools, and materials.	1.4 Report on sports broadcasting, sports writer.	
	1.5 Study/compile/use chart table relating jobs to required educational background.	1.5 Join clubs and activities which will enhance the growth and development of science related leisure time activities.	1.5 Listen to exchange student.	1.5 Share paper with class using proper speaking techniques.	1.5 Perform a career related task which requires professional considerations, evaluations, and deadlines.	1.5 Discover the pleasures, revitalization and healthful benefits of recreational participation.	

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/S						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS		PHYSICAL EDUCATION	GUIDANCE
	1.6 Chart survey graph.	1.6 Research scientists to find out child hood interests/hobbies to see if there is a positive correlation with their final profession.	1.6 Analyze current research on job professions to find highest paying job, job in most demand, etc.	1.6 Participate in costume party where students personify the various careers.	1.6 Learn the responsibilities and qualifications of artistically related careers.	1.6 Learn through participation, to take turns, share the limelight, give moral support, cooperate with team effort to achieve mastery.	
	1.7 Find percentages of aptitude groupings within the class.		1.7 Invite Bosch/ DuPont representative to speak to class.	1.7 Role play various careers displaying attitudes and career values.		1.7 Read autobiographies about sports figures.	
	1.8 Compile data in the form of a bar graph.		1.8 Research jobs prevalent in the different regions of North Carolina and draw a map representing results.	1.8 Interview person in your career interest area.		1.8 Discuss the relationship of sportsmanship to getting along with others.	
	1.9 Conduct a survey of vocational salaries.		1.9 Determine how geography influences career choices.	1.9 Act out/roleplay different career settings.			
	1.10 Construct a bar graph based on survey results.		1.10 Roleplay different careers.	1.10 Correspond with local business about student's area of interest.			
	1.11 Conduct a survey correlating required education and chosen vocation.						

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/SUBJECT AREA						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	[illegible]	PHYSICAL EDUCATION	GUIDANCE
			1.11 Conduct an attitude survey of job importance and why's.	1.11 Correspond w/area businesses/companies.			
	1.12 Compare and contrast salaries/ versus educational requirements.		1.12 Arrange programs using films and filmstrips.				
	1.13 Explore occupations requiring mathematics background.		1.13 Spend actual time (1/2 or 1 day) in various workplaces.	1.12 Make a filmstrip describing a job.			
	1.14 Compile data and construct a chart based on varying career salaries.		1.14 Relate map skills to job opportunities of various regions.				
			1.15 Learn how jobs affect the country.				
			1.16 Investigate possible career choices in a certain region.				
			1.17 Compare/contrast job market opportunities in U. S. versus countries included in the curriculum.				

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
2. The learner will apply the decision-making process to formulate tentative career plans.	2.1 Work multi-step problems.	2.1 Correlate the scientific method and the decision-making process used to make decisions in everyday life.	2.1 List the major occupations in our area.	2.1 Write to various businesses for information on careers.	2.1 Introduce instrumental music in 6th grade, choral music in 7th. If interest and aptitude allows, student may decide to continue.	2.1 Interview physical education teachers to discover reasons for selecting that career.	2.1 Work on determining career plans by logical critical thinking or other reasoning skills.
	2.2 Use decision-making skills to decide which answers are reasonable.	2.2 Relate decision-making skills to scientific method in making career choices.	2.2 Make a chart showing job requirements.	2.2 Write to various types of schools for information on entrance requirements.	2.2 Choose one artistic career and invent an educational plan in order to achieve success in that area.	2.2 Use math to compile the statistics of a sports events.	
	2.3 Create a flow chart to visualize problems.	2.3 Conduct an experiment which reveals false results when steps are omitted.	2.3 Investigate locally offered courses.	2.3 Listen to resource speaker from job placement office to discuss ways to plan for career.			
	2.4 Roleplay job using everyday situation.(Ex. cashier in restaurant)	2.4 Participate in a lab following step-by-step directions.	2.4 Explore how chosen career may require relocation.	2.4 Participate in self-analysis of interests, aptitudes and attitudes, to determine suitability to various jobs.			
	2.5 Investigate and calculate education, time, and money in selecting a career.	2.5 Formulate a body plan relating to one's own diet and exercise.		2.5 Write an essay 10 yrs. in the future stating the career chosen and success in career.			

CAREER EXPLORATIONS COMPETENCIES	DISCIPLINE/STUDENT SERVICES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
2. con't		2.6 Research different problems involved with varying careers one is interested in.		2.6 Read selections involving people making choices about careers. 2.7 Interview employees to discuss basis for their career decisions/likes and dislikes of jobs. 2.8 Listen to former student talk about the importance of effective decision making. 2.9 Write an essay exploring the procedures and outcomes of a lab.			

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	T/MUSIC	PHYSICAL EDUCATION	GUIDANCE
				2.10 Report on how geography influences career choices. 2.11 Use career words for spelling lists and sentences. 2.12 Participate in pro/con debate of which career to plan for (oral, persuasive paper). 2.13 Make a list of career possibilities and apply the decision-making process to formulate tentative career plans. 2.14 Participate in panel discussion about occupations in our area.			
3. The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers.	3.1 Participate in activities in math that will instill responsibility and pride in the finished product.	3.1 Discuss socialization, work values and their roles in society as a working citizen.	3.1 Collect newspaper articles relating to technology and productivity.	3.1 Roleplay situation involving responsible and irresponsible workers.	3.1 Design a working plan for: a home, shopping center.	3.1 Discuss values such as sportsmanship, responsibility, teamwork and socialization skills through experience in team and individual play.	3.1 Encourage participation in self-esteem building activities.

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRANDS						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
3. con't	3.2 Participate in contest comparing quality and productivity.	3.2 Discuss the socialization of the animal kingdom.	3.2 Investigate the requirements of citizenship as it relates to job employment.	3.2 Invent some device to enhance favorite career.	3.2 Learn some of modern technology involved in today's art fields.	3.2 Conduct a survey of jobs that require good balance (ex., construction workers, circus acts, etc.)	
	3.3 Use calculations to produce a finished product in a particular area.	3.3 Analyze technological disasters.	3.3 Listen to speaker on importance of technology as related to social studies.	3.3 Discuss different economic conditions relative to the productivity of a nation and its citizenship. (Ex: Industrial Revolution, Free Enterprise System, Stock Market)	3.3 Evaluate the influence of technology on musical instruments, noting the importance of craftsmanship.	3.3 Participate in discussion and demonstration with professional sports personnel to identify the advancement in technology in sports equipment; study methods of producing newer/better equipment to instill confidence in product.	
	3.4 Calculate total price of product including production and advertising costs.		3.4 Research various advertising techniques and compare with those used in different cultures.	3.4 Roleplay/discuss positive and negative qualities of citizenship.		3.4 Use science to teach the physiology of throwing a ball.	
	3.5 Research businesses owned/operated by women.		3.5 Compare and contrast the degree of success evident in various economic systems.	3.5 View videotapes that show technological advances and disasters.		3.5 Learn procedures for treating sports injuries.	
	3.6 Research companies who reward workers with profit-sharing.			3.6 Roleplay/discuss the positive and negative qualities of citizenship.			

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/S						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
3. con't			3.6 Make a diorama relating to subject field. 3.7 Research the major impact of the Industrial Revolution on different eras of history. 3.8 Discuss socialization, work values and their orders in society as a working citizen.				
	3.7 Discuss the influence of absenteeism on productivity and consumer prices.						
4. The learner will analyze occupational and educational opportunities.	4.1 Analyze available data especially as depicted through charts and graphs.	4.1 Discuss jobs as related to particular science units.	4.1 Write letters to different governmental agencies or foreign embassies to get information on educational processes.	4.1 Interview representatives from different career choices.	4.1 Create a poster on occupational interests from least to most desired.	4.1 Research scholarship opportunities in athletics at various universities.	

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
4. con't	4.2 Discuss and compare cost of education with salary expectations of various careers.	4.2 Involve students in scientific analysis of job opportunities relating to science and/or interests.	4.2 Write letters to different businesses.	4.2 Learn how to conduct an interview/write responses.	4.2 Research different educational and occupational occportunities in artistic fields in the local area.	4.2 Demonstrate how to officiate sports events.	
			4.3 Examine brochures on job opportunities in your geographical area.	4.3 Contact in-state colleges/universities for information regarding available programs.			
			4.4 Brainstorm job market/job description/and pros and cons of different job choices. (i.e. cost of living, morality, etc.)	4.4 Write a summary of pros/cons of different job choices.			
			4.5 Have students list similarities/differences in job opportunities and discuss how these	4.5 List requirements for different professions.			

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRANDS						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	[illegible]	PHYSICAL EDUCATION	GUIDANCE
4. con't			4.5 (con't) differences influence global job markets and economics. 4.6 Listen to a person from Employment Security Commission discuss local job opportunities. 4.7 Research the relationship between occupations, education, and geographical locale.	4.7 Write job description from different career choices.			
5. The learner will examine techniques designed to assure success in job seeking and maintaining employment.	5.1 Solve word problems/computational problems. (i.e. getting to work on time, doing time sheets, use of military time) 5.2 Solve word problems which involve time in job related activities.	5.1 Participate in hands-on lab experiences to foster interpersonal relationships necessary to hold a job.	5.1 Role play social skills. 5.2 Interview employer to identify characteristics sought in employee.	5.1 Brainstorm how to get and keep a job. 5.2 Discuss criteria needed in an interview (i.e. good manners,	5.1 Create a package label for a new product. 5.2 Become aware of the team spirit necessary to have a successful instrumental or choral group.	5.1 Learn to work in teams and groups for hands-on activities. 5.2 Serve as teacher assistant in physical education.	

CAREER EXPLORATION COMPETENCIES	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
5. con't				5.2 (con't) knowledge of job, appearance etc.) 5.3 Roleplay job interview. 5.4 Practice letter writing in seeking employment/responding to want ads, etc. 5.5 Respond in groups to irresponsible work behavior situations and design improvements. 5.6 Read samples (memos and work orders) to gain information, to see the importance of learning to read in order to secure and keep a job. 5.7 Roleplay job situations. 5.8 Write character sketch matching individual make-up to job realities.	5.3 Complete an artistic project using two versions (one successful, one unsuccessful). 5.4 Participate in class discussion/critique of presentations.	5.3 Learn leadership skills by conducting an activity.	

PRE-EMPLOYABILITY SKILLS	DISCIPLINE/STRANDS						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
1. The learner will familiarize her/himself with the types of forms, materials, certificates, and other credentials needed for employment.	1.1 Learn to properly complete forms necessary for employment.	1.1 Recognize requirements necessary for certain science selected careers such as: dental hygiene, environmental science, forestry service, education weather, etc.)	1.1 Discuss credentials needed for various jobs.	1.1 Practice filling out credentials needed for employment, (i.e., resume, application, W-2 form, letter of recommendation).	1.1 Become familiar with application process for instrumental & choral camps, contests & festivals.	1 Develop study skills needed to meet the school academic criteria for participating in school athletics.	1.1 Discuss the credentials needed for employment.
	1.2 Compare job opportunities through an analysis of job benefits and interpretation of print-outs.	1.2 Fill out proper form for entering science projects in various fairs.	1.2 Practice filling out different types of forms.	1.2 Compose a sample letter requesting recommendation.	1.2 Create a model resume showing impressive credentials for an art related field.	1.2 Learn leisure sports.	1.2 Explain the importance of giving correct and complete information on forms.
		1.3 Compare benefits of science related interpretation of job analysis printout.		1.3 Learn correct forms for writing letters.			
		1.4 Assign different science related jobs to individual groups and each group will research the credentials needed for employment.		1.4 Write a letter to college asking about requirements for career choice.			

PRE-EMPLOYABILITY SKILLS	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
1. con't		1.5 Write a resume for a job researched.					
2. The learner will examine the need for and uses of a letter of application.	2.1 Discuss different types of letters of application needed for various jobs.	2.1 Learn to present background and experience in logical manner. 2.2 Determine what type of experience is needed for employment in the above researched jobs.		2.1 Practice writing letters of application. 2.1 Write various industries concerning necessary qualifications for particular positions.	2.1 Prepare a letter of application given a set of circumstances related to job credentials.		
3. The learner will analyze the functions and importance of the interview, its process, and its components.	3.1 Simulate a job interview involving work schedule/benefits/salary.	3.1 Research a famous scientist and be able to answer an interviewer's questions on his background.	3.1 Apply the democratic process in selecting persons for various jobs.	3.1 Simulate an interview using appropriate verbal and non-verbal techniques.	3.1 Analyze and review the audition process in the area of musical endeavor. 3.2 List questions in an interview involving an artistic career and discuss questions.		3.1 Conduct small group discussions about personel appearances and attitude.

PRE-EMPLOYABILITY SKILLS	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	MUSIC	PHYSICAL EDUCATION	GUIDANCE
4. The learner will explain the need for a job description, and interpret how it influences the employee and actual working conditions.	4.1 Calculate monthly budget and relate to everyday life-style.	4.1 Examine several science related job descriptions and discuss environmental working conditions.	4.1 Analyze job descriptions.	4.1 Write and review a job description for the career of your choice.	4.1 Student will write a job description when given specific elements and details.	4.1 Learn the qualifications and requirements needed to become a professional athlete.	4.1 Provide pamphlets on job descriptions.
		4.2 Listen to an explanation of Workman's Comp.	4.2 Discuss rewards and repercussions of a job well done versus a sloppy job.	4.2 Explain how the job description relates to working conditions.	4.2 List important considerations of a given job description.		4.2 Discuss correct terminology to use.
		4.3 Develop a cooperative learning activity where each member of group has a job description to complete project.		4.3 Write a persuasive paper on selection of a specific career.			
5. The learner will examine the use of safety measures instituted by employees.	5.1 Understand the importance of proper proportions in forming mixture compounds.	5.1 Research the effect of safety practices of industries as it relates to our environment.	5.1 Brainstorm ways to insure increased safety at school, home, community, state, and work.	5.1 Research safety habits and practices of various industries.	5.1 Design a poster on safety in the working environment.	5.1 Review safety procedures appropriate to leisure activities as well as to physical education opportunities.	
		5.2 Draw cartoon safety posters.	5.2 Design safety posters.	5.2 Collect articles concerning safety awards (business section from local newspaper).	5.2 Become aware of the dangers of misusing instruments and the vocal apparatus.	5.2 Discuss safety as it relates to each unit in physical education.	

PRE-EMPLOYABILITY SKILLS	DISCIPLINE/STRATEGIES						
	MATH	SCIENCE	SOCIAL STUDIES	COMMUNICATIONS	ART/MUSIC	PHYSICAL EDUCATION	GUIDANCE
5. con't		5.3 Discuss safety incentives offered by local business (guest speaker). 5.4 Observe classroom safety equipment (i.e. lab safety, eye wash, etc.) 5.5 Discuss environmental safety as related to local industry 5.6 Demonstrate an understanding of safety procedures during a lab situation. 5.7 Listen to explanation of OSHA.	5.3 Review government agencies that require certain safety standards, (i.e., OSHA, EPA, etc.) 5.4 Discuss reasons why the safety agencies were established. 5.5 Role play potentially dangerous situations and what safety measures could be initiated and put into use.		5.3 Learn safety measures involved in using artistic tools and equipment by implementing them in class.		
6. The learner will utilize decoding skills to analyze new vocabulary words.	6.1 Study new vocabulary words using decoding skills (prefixes of polygons, etc.)	6.1 Apply decoding skills to science words and the use of Latin in naming organisms. 6.2 Use decoding and analyzing skills to learn science terminology without definitions.	6.1 Analyze words and affixes to Latin career words. (i.e., geologist, sociologist)	6.1 Comprehend new vocabulary words in all subject areas by using decoding skills. 6.2 Develop personal vocabulary trouble words used in all subject areas.	6.1 Design an advertisment for an event. 6.2 Utilize decoding skills to analyze musical terminolgy.	6.1 Study vocabulary words that apply to a specific sport.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. The learner will demonstrate an understanding of the decimal system of numeration.	1.1 Complete money calculations. 1.2 Calculate coupons and unit pricing. 1.3 Compute "pay time" and unit pricing. 1.4 Convert metric units w/in the system. 1.5 Set up and run a token economy "store". 1.6 Role play store. 1.7 Calculate the distance traveled by a truck driver on a given map and calculate his pay for the trip. 1.8 Apply concepts in word problems. (Emphasize problem solving) 1.9 Solve word problems to gain an understanding of profit, loss, net, gross, gain, capital, operating costs, depreciation for operating businesses. 1.10 List education and salary needed in vocational interest. 1.11 Order supplies from a catalogue. 1.12 Use a newspaper, menu, etc. to calculate the cost of a breakfast, lunch, and dinner. 1.13 Calculate the price of a house financed for 20/30 years. 1.14 Participate in a spelling bee using various career terms. 1.15 Complete a word find for particular job or cluster.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
2. The learner will compute with whole numbers.	2.1 Participate in "Payday" and "Allowance". 2.2 Estimate grocery list/building materials. 2.3 Use manipulatives to add and subtract. 2.4 Make up decision making problems to be solved by individual students. 2.5 Keep check register and write checks. 2.6 Balance a check book. 2.7 Calculate travel costs of a travel agent who uses various forms of transportation. 2.8 Compute salary, make change and operate cash register. 2.9 Use a calculator to perform math operations. 2.10 Play games related to whole numbers.	
3. The learner will demonstrate an understanding of fractions and their applications.	3.1 Increase/decrease recipe ingredient measures. 3.2 Work out time cards, fractions of hours. 3.3 Determine the amount of materials needed to build, paint or furnish a room. 3.4 Use fractions to draw scale drawings. 3.5 Use fractions to measure lumber for construction. 3.6 Use fractions when learning to use the architect scale.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
3. con't	3.7 Explore the theory of proportions by enlarging on graph paper.	
4. The learner will demonstrate an understanding of decimals and their applications.	4.1 Complete money calculations. 4.2 Calculate weekly and monthly salaries as well as salary deductions. 4.3 Evaluate the cost of living in a certain area and then compare it to a given salary for specific job. 4.4 Determine/evaluate the travel expense between two or more jobs to determine which will be the most economical.	
5. The learner will demonstrate an understanding of ratio, proportions and cents.	5.1 Play a dice game. 5.2 Calculate interest on loans and savings. 5.3 Listen to guest speaker from a bank discuss how to figure interest on loan and savings accounts. 5.4 Visit grocery store to gather prices of various sized items for comparison. 5.5 Use percent in banking, investments, merchandising, income tax studied through hands-on (newspaper, income tax forms) items, speakers and written problems.	
6. The learner will demonstrate an understanding of geometric shapes and constructions.	6.1 Design a floor plan and a landscaping plan. 6.2 Calculate floor coverings using area and perimeter.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
6. con't	6.3 Listen to architect or draftsperson to demonstrate skills needed to design and plan. 6.4 Design and construct a 3-dimensional holiday decoration. 6.5 Learn geometric shapes while drawing orthographic and triometric drawings. 6.6 Learn the procedures and geometric calculations necessary in laying out a building. 6.7 Visit a job site to fill out forms necessary for employment.	
7. The learner will do some measurement activities and solve related problems.	7.1 Use measurements in designing and drafting floor plans and landscaping plans. 7.2 Visit Hatteras Yachts in New Bern to observe the measurements related to the building of a yacht. 7.3 Measure various areas around the school or home. 7.4 Place scaled furniture into a workable floor plan. 7.5 Use measurements to design and make a dress/shirt. 7.6 Measure his/her own room and calculate the sq. footage.	
8. The learner will demonstrate an understanding of graphs, tables, maps, and statistics.	8.1 Use measurements in designing and drafting floor plans and landscaping plans. 8.2 Survey student body to determine career preferences.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
8. con't	8.3 Calculate the necessary material/total cost of building a dog house.	
	8.4 Listen to a resource person explain interviews, work schedules of employees, salary index, and employee benefits.	
	8.5 Use measurements in setting up tables from the information on the plant growth.	8.5 Every student will be given plants to measure on a schedule.
	8.6 Use measurement in graphing the growth of of a plant.	
	8.7 Design maps showing placement of various types of plants.	8.7 Design a landscape map.
	8.8 Use statistics to determine the percentage of plants that have survived for one year or more.	8.8 Determine where the best place for plants would be.
9. The learner will demonstrate an understanding of integers.	9.1 Consider building elevation, temperature, yardage in football games and deposits/withdrawals in a checking account using integers.	
	9.2 Discuss land elevations and ocean depths.	
	9.3 Compare four unit prices of different brands.	
	9.4 Compare unit prices of specific products from one store to another.	
	9.5 Calculate unit price of given product.	
	9.6 Use integers to find the difference in the amounts of fluids or mixtures.	

MATH COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
9. con't	9.7 Conduct a survey of vocational interests and graph the results using different graphs. 9.8 Use proportions to compare salary of a job and years of experience.	
10. The student will use knowledge about compound interest.	10.1 Use knowledge gained about compound interest in real estate and banking. 10.2 Solve word problems dealing with taxes, social security withholding, and wages using charts and graphs. 10.3 Fill out forms such as checks, receipts, ledgers, etc.	

SCIENCE COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. The learner will understand the nature and relationship of science to human endeavor.	1.1 Use scientific method through job simulations. 1.2 Use science vocabulary in hands-on activities to help clarify a "frame of reference". 1.3 Become aware of safety in the classroom. 1.4 Relate first-aid awareness to jobs. 1.5 Become aware of new and emerging technology as it applies to jobs. 1.6 Become aware of science and non-science careers that require science knowledge. 1.7 Learn the use of standard measurement to complete hands-on activities with a result that shows precision and accuracy. 1.8 Become aware of jobs that involve environmental issures. 1.9 Be able to anticipate weather conditions during various times. 1.10 Spotlight a scientist of the week. 1.11 Be introduced to First Aid and CPR practices. 1.12 Listen to anatomy and physiology guest speakers. 1.13 Learn the need to have and maintain body health for obtaining potential job opportunities.	

SCIENCE COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
2. The learner will have a general understanding of the scope of life science.	2.1 Relate life science to jobs. 2.2 Investigate the contributions made to science through historical figures.	
3. The learner will have an understanding of human growth and development.	3.1 Become familiar with jobs that involve human growth and development (plants, animals, and humans). 3.2 Recreate Amphere's experiment/ ohmmeter.	
4. The learner will have an understanding of the organization and variety of life forms.	4.1 Participate in hands-on activities for jobs that deal with the multi-faceted area of living things. 4.2 Recreate Ohm's experiment/Ohmmeter.	
5. The learner will have an understanding of plant and animal communities.	5.1 Relate the food web with the interdependency of people, job, and money. 5.2 Use hands-on activities for jobs dealing with nutrition and food groups. 5.3 Show the relationship of industry and how it affects the environment. 5.4 Invite guest speakers to discuss paper making and chemistry. 5.5 Work within groups to do lab experiences. 5.6 Use interpersonal skills in photography-darkroom lab activity.	

SCIENCE COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
6. The learner will have a general knowledge of earth science.	6.1 Use hands-on activities for specific earth science jobs such as meteorologist, astronaut, space scientist. 6.2 Make paper. 6.3 Write up detailed lab reports.	
7. The learner will understand earth forms and natural phenomena.	7.1 Use hands-on activities for jobs dealing with natural phenomena, (health inspector, civil engineer). 7.2 Recognize the impact society has on the environment in building trades, tourist industry, manufacturing, commercial fishing, and the military.	
8. The learner will understand the nature of physics.	8.1 Use hands-on activities for studying jobs dealing with the building trades, mechanics, machinists, and engineers. 8.2 Visit recycling center. 8.3 Interview different scientists in the community.	
9. The learner will understand basic phenomena related to chemistry.	9.1 Note the impact of modern chemical technology on jobs by doing hands-on job simulations.	
10. The teacher will demonstrate each procedure used in laboratory safety.	10.1 Demonstrate lab safety skills with various science apparatus (fire extinguisher, goggles, lab aprons etc.) and recognize the reason behind them. 10.2 Discuss and list the basic safety procedures of the middle school lab.	

SCIENCE COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
10. con't 11. The students will make a DNA molecule to show the decoding process in heredity.	10.3 Learn and practice safety measures when using lab equipment. 11.1 Utilize the decoding skills to analyze new vocabulary words. 11.2 Be able to use prefixes with basic metric units. (Ex. deci + meter) 11.3 Finger print students to show the decoding process.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. The learner will gain a better understanding of the cultural influences of our area.	1.1 Make a mural. 1.2 Construct a collage. 1.3 Participate in a fashion show. 1.4 Prepare a meal. 1.5 Research inventions and how they've changed the way we live. (Try going <u>without</u> for 24 hours.) 1.6 Compare GNP of various countries. 1.7 Research various forms of first aid in different cultures and compare to our typical first aid treatment. 1.8 Identify what new technologies are emerging in various countries. 1.9 Participate in a field trip to an ethnic restaurant. 1.10 Listen to a guest speaker who is from a foreign country. 1.11 Learn how America and North Carolina changed from a rural gregarian economy to a modern industrial state. 1.12 Discuss/roleplay how a lack of technology caused people to leave Europe and come to the colonies.	
2. The learner will participate in group interactions.	2.1 Participate in group (large and small) decision-making.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
2. con't	2.2 Complete research project. 2.3 Roleplay decision-making process 2.4 Participate in an activity involving mass production vs. individual production. 2.5 Debate the pros/cons of different governmental structures. 2.6 Hold mock election and participate in debates or panel discussions. 2.7 Locate various places of interest on a map or globe. 2.8 Show through charts and graphs the occupational trends in our area and draw conclusions regarding the fields that will be open when students join the job market. 2.9 List ways in which state, local, national government use technology to develop independent workers and compare impact of technology on society (or lack of technology).	
3. The learner will re-emphasize study skills.	3.1 Organize information. 3.2 Take notes. 3.3 Outline information.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
3. con't	3.4 Learn to summarize. 3.5 Earn good citizenship certificates. 3.6 Report on citzenship and Americans as good citizens. 3.7 Research mechanization, mass production, interchangeable parts and etc. 3.8 Make a comparison between work done by hand and work done in production. 3.9 Research Henry Ford's mass production of cars. 3.10 Research Industrial Revolution and its importance to North Carolina textiles. 3.11 Discuss voting registration and procedures. 3.12 Pretend you are Christopher Columbus by writing a letter to King Ferdinand and Queen Isabella requesting a "job" to sail west to reach the East Indies. 3.13 Research and describe conditions prior to Child Labor Laws. 3.14 Discuss etymology of various words that have become "Americanized".	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
3. con't	3.15 Give reports on Industrial Revolution looking at the advanced technology of new inventions. 3.16 List characteristics of good citizenship and how it relates to the work force and responsibility. 3.17 Compare and contrast how democratic society contributes to advancement in his or her field (compared to other governments). 3.18 Know the importance of industrialization and its effects on workers today. 3.19 Compare wages and prices of one country to another, one state of the U. S. to another, one county of N. C. to another. 3.20 Use SQ3R techniques with social studies text. 3.21 Participate in a small group activity setting up own company. (Decision making will be used in naming the product, advertising, and determining the cost.)	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
3. con't	3.22 Compare and contrast the differences of workers in countries studied. 3.23 Design a chart comparing technology of countries and degree of government control over workers. 3.24 Compare productivity in government controlled countries vs. democratic countries. 3.25 Discuss importance of different values. 3.26 Compare/contrast methods of technology as they relate to other countries and/or cultures.	
4. The learner will increase proficiency in map and globe skills.	4.1 Use maps to locate towns. 4.2 Draw a house plan. 4.3 Follow oral and written directions to a place of business. 4.4 Play teacher and/or student made games. 4.5 Explore the development of education in North Carolina. 4.6 Obtain for study written information on the opportunities available from agencies. (government and non-government)	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
4. con't	4.7 Interview someone employed in areas of interest to help determine or confirm your career choice. 4.8 Do a study of local career opportunities, analyzing educational requirements. 4.9 Relate map and globe skills (reading symbols, latitude, longitude and legends) to guides, pilots, clerical workers, sales reps, transportation jobs, and flight attendants. 4.10 Construct a milk carton size town. 4.11 Visit two similar businesses to compare practices. 4.12 Use NC map and city map to plan a trip. 4.13 Plan a town. 4.14 Use line graphs to chart monthly high and low temps in area. Compare the two. 4.15 Construct graph to chart population of areas.	
5. The learner will use geographic and chronological skills.	5.1 Locate places according to their geographical location. 5.2 Arrange events in chronological order. 5.3 Complete a time line.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
5. con't	5.4 Show wage and price differences between counties, states, and countries. (by ratio) 5.5 Make charts and posters showing how plants and animals contribute to the culture of the country. 5.6 Identify the level of understanding of nutrition in various cultures. 5.7 Research folklore related to foods in various cultures. 5.8 Locate on a map area where specific jobs or types of jobs most frequently are located. 5.9 Identify on the map (by place and dates) where job types have died out or been relocated. 5.10 Make physical and political maps. 5.11 Give historical dates and plan future for town.	
6. The learner will identify reasons people work.	6.1 Discuss why people work. 6.2 List the reasons why people work. 6.3 Identify the reasons why you want to make money. 6.4 Fill out application forms for citizenship, social security, and voter registration.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
6. con't	6.5 Make a poster showing basic building shapes of various countries and regions of the world using geometric shapes. 6.6 Identify benefits of working. 6.7 Understand the importance of a self-fullfilling career. 6.8 Categorize careers as to educational requirements and potential salaries. 6.9 Interview an unemployment counselor. 6.10 Research credentials required for various jobs in the different countries. 6.11 Research the formal education needed for certain jobs in the regions studied. 6.12 Compare requirements for employment from state to state or country to country.	
7. The learner will recognize values and dignity inherent in work.	7.1 Express through an oral presentation the feelings of success for a project well-done.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
7. con't	7.2 Write a letter to the U. S. Embassy expressing desire for employment. 7.3 Determine how different countries' societies have developed buildings, industry, etc. 7.4 Compare how military has developed differently from country from country. 7.5 Compare the effect on the individual of working on a job he enjoys and working on a job he does not enjoy. 7.6 Listen to psychologist discuss the work ethic and self-esteem derived from employment. 7.7 Write a letter of application to join a colony, listing credentials and reasons for wanting to join. 7.8 Relate importance of letter of application to employment.	
8. The learner will explain the interdependence of occupations.	8.1 Visit Craven Evaluation Training Center. 8.2 Listen to a building contractor discuss interdependence of sub-contractors. 8.3 Visit a building site at various stages of completion.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
8. con't	8.3 Make a three-dimensional project. 8.4 Write to four companies, each should be in a different state, inquiring about jobs across the U. S. 8.5 Simulate a job interview involving work as a Peace Corps Worker, U. S. Embassy employee, etc. 8.6 Make graphs, table, charts to show comparative information on various countries. (i.e. populations, income, amount of industry, etc.) 8.7 Learn what skills and attitudes are required for individual jobs. 8.8 Compare healthy functioning town to one with problem--(i.e. major firm shuts down and effects on city workers). 8.9 Roleplay as a person interviewing for colonists or person wishing to become an apprentice. 8.10 Compare results of good versus bad job interviews.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
9. The learner will examine the effect of technology on workers.	9.1 Illustrate a working environment 9.2 Recreate a job situation. 9.3 Research educational levels of jobs. 9.4 Explore ways workers may be prepared to adapt to new technology 9.5 List and describe various types/categories of new technology that are infiltrating the work place. 9.6 Discuss what to do with worker who is replaced by new technology or because he refused to change and adapt. 9.7 Research how technology affects workers environmentally, psychologically and physically. 9.8 Discuss how faulty job descriptions and expectations caused many ill-prepared people to become colonists, or in the Civil War period how this caused people to enlist and eventually desert. 9.9 Research the differences of working conditions in a communist and democratic country.	9.3 May interview different people from each level.

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
9. con't	9.11 Compare the same job in different countries (responsibilities, pay, hours, benefits, training).	
10. The learner will explain the effects of tools, materials, and equipment on productivity within various cultures.	10.1 Research tools. 10.2 Design a diorama. 10.3 Examine safety standard in different countries. 10.4 Write to embassies and industries to collect information on safety standards. 10.5 Show on a time line the relationship of development of tools and productivity among cultures. 10.6 Make a productivity chart of tools used by different cultures. 10.7 Make a poster showing government regulations designed to make the workplace safer.	
11. The learner will understand productivity within the American economy with emphasis on N. C.	11.1 Make a pict-o-graph. 11.2 Visit a N.C. factory. 11.3 Make a productivity chart of various countries and major industries. 11.4 Develop a vocabulary list appropriate for working abroad (as it pertains to the area being studied). 11.5 Select words used around the world and supply decoding skills, pointing out international usage of words.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
11. con't	11.6 Develop a list of overlapping words (vocational/academic). Decode and apply to both areas for special and general definitions.	
	11.7 Compare productivity by product and region with emphasis on Craven County.	
12. The learner will examine factors which comprise responsible citizens.	12.1 Observe people. 12.2 Visit a court of law. 12.3 Collect news articles showing productive and non-productive citizens. 12.4 Visit a local jail. 12.5 Listen to guest speakers from a local jail. 12.6 Examine qualifications for scholarship candidates. 12.7 Listen to special speakers from MADD chapters, Civitan Clubs, etc. 12.8 List ways responsible and non-responsible people affect a country. 12.9 Use the Soviet Union and China to show how non-production changes to production with introduction of free enterprise. 12.10 Compare countries with differently controlled production and relate to ideas of responsibility.	

SOCIAL STUDIES COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
13. The learner will evaluate the concept of one's role in society as a productive citizen.	13.1 Interview different citizens. 13.2 Participate in the play B.B. Wolf v. Curly Pig. (Simulates a trial) 13.3 Videotape the above mentioned play. 13.4 Understand the role of the citizens in a democratic society and percent of people who participate in voting. 13.5 Compare how different countries view the individual's role as a productive citizen.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. The learner will apply and extend ideas gained from listening and reading.	1.1 Gather information needed for role playing. 1.2 Simulate job experience. 1.3 Create posters/collages from magazine pictures depicting career choice. 1.4 Interview persons involved in careers. 1.5 Take field trips to visit career locations. 1.6 Listen to speakers who have changed careers. 1.7 Poll different career fields to find out viewpoints, (i.e., what made that person choose a particular career field). 1.8 Make a book jacket on a chosen career. 1.9 Write a poem about a career. 1.10 Listen to speakers from different careers or professions. 1.11 Participate in career day with representatives from local businesses. 1.12 Participate in field trips to local businesses such as Maola, Texas Gulf, Hatteras Yachts, Weyerhaeuser and Carolina Telephone. 1.13 Scan the classified ads for a job. 1.14 Visit the library to find career (fiction, non-fiction, recordings, etc.) materials. 1.15 Complete sample job appplications.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. con't	1.16 Identify various forms of media used in advertising.	
2. The learner will use appropriate verbal and non-verbal techniques for particular purposes.	2.1 Roleplay job situations and activities. 2.2 Select non-print media on different careers. 2.3 Use a newspaper in classroom to locate job (want ads), find housing, transportation, and furnishings. 2.4 Write a roleplaying situation. 2.5 Roleplay situations to give practice in decision-making skills. 2.6 Participate in "What If?" scenarios. 2.7 Participate in activities to determine acceptable standard of living. 2.8 Talk to high school seniors to see what they would take if they had the opportunity to start high school over. 2.9 Write a clarification paper to explain career choice. 2.10 Fill out an application form using correct spelling. 2.11 Use correct format to write resume.	2.3 This activity helps students with budgeting and decision-making. 2.5 Compare the language of previous times with modern language to see how our language has changed.

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
2. con't	2.12 Write a persuasive paper regarding career plans.	
	2.13 Apply decision-making process in writing assignments.	2.13 Decision-making process teaches one to think in logical order/systematically. Identifying alternatives encourages the student to utilize resources, expand creativity, and practice "thinking ahead" (identifying consequences).
	2.14 Outline the steps needed to get from where student is now to the beginning of career.	
	2.15 Participate in a class play.	
	2.16 Learn to use specific vocabulary words relative to the job or occupation.	
	2.17 Remove and collate any specific vocabulary relating to a particular job.	
3. The learner will increase vocabulary to aid in comprehension of certain job descriptions.	3.1 List and define job related terms.	
	3.2 Reinforce knowledge of vocabulary by using in sentences the words relating to a particular job description.	
	3.3 Listen to guest speakers with expertise in the current job market possibilities and/or futuristic job market projectors.	
	3.4 Publish newsletter of "Do's and Don't" to improve study skills.	
	3.5 Compile a list of after school community activities to help develop and expand student interests and talents.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
3. con't	3.6 Study vocabulary of the careers. 3.7 Talk to or interview local employers to see what they look for in potential employees. 3.8 Listen to high school students who are employed discuss job expectations. 3.9 Listen to speakers from industries, hospitals, etc. to inform students of types of skills that will be needed and courses that will provide these skills. 3.10 Identify professional symbols with Greek and Roman myths. 3.11 Match job description with corresponding job titles. 3.12 Write recipes using vocabulary words. 3.13 Make a scrapbook of job terms using old textbooks, pamphlets, and worksheets. 3.14 Compile an alphabetically organized dictionary of job terms. 3.15 Participate in group game (i.e., oral responses of vocabulary to flash cards showing meanings).	
4. The learner will publish a piece of revised and edited writing.	4.1 Write a resume for a particular career choice. 4.2 Write a commercial for a particular product. 4.3 Write a short story for a child's storybook.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
4. con't	4.4 Write a description for an original food product. 4.5 Write brief clothes descriptions that would be used in a fashion show. 4.6 Practice announcing sporting events. 4.7 Listen to guest speakers that are knowledgeable of different types of jobs available. 4.8 Practice writing a resume. 4.9 Discuss TIPS program and summer camp opportunities. 4.10 Roleplay job interviewer. 4.11 Pursue "Help Wanted" ads. 4.12 Write to various chambers of commerce located throughout the state and nation. 4.13 Write to local, state, and national educational institutions for information. 4.14 Discuss the pros/cons of a particular occupation. 4.15 Write a review of a movie or book from the viewpoint of a literary critic.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
4. con't	4.16 Paraphrase an article. 4.17 Write a newspaper report on a crime. 4.18 Draw a poster, or make a collage of a particular career choice. 4.19 Use a program and print a job description. (computer) 4.20 Write a one page newpaper with the appropriate parts. (Ex. articles of job descriptions)	
5. The learner will use visual information to think critically.	5.1 Make and view a video. 5.2 Make a list of sources of job opportunities, maps, governmental publications. 5.3 Make a list of qualification for various jobs. 5.4 List and discuss the requirements for getting a particular job. 5.5 List and discuss methods for keeping the job. 5.6 Listen to Toastmaster Club members explain the importance of good speaking skills. 5.7 Keep journal for self-assessment.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
5. con't	5.8 Listen to speakers who emphasize the need for correct grammatical usage in guaranteeing success and maintaining a job. 5.9 Write want-ads and learn to interpret want-ads. 5.10 Write solutions to problems that occur on the job, giving an oral report on solutions, while focusing on correct grammar. 5.11 Describe a "good employee," listing traits students expect when hiring a worker. 5.12 Create informational charts that compare service-related jobs and their salaries. 5.13 Visit a newspaper office. 5.14 Make a filmstrip. 5.15 Make puppets to illustrate safety techniques for particular jobs. 5.16 Describe personal characteristics appropriate for a particular job.	

COMMUNICATIONS COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
6. The learner will use study techniques to gain information	6.1 Use research materials. 6.2 Use the computer to gain information on careers. 6.3 Work in small groups. 6.4 View films and/or filmstrips for study techniques. 6.5 Collect and complete different order forms. 6.6 Define words used on application blanks. 6.7 Write a persuasive paper convincing a prospective employer to hire you.	

PHYSICAL EDUCATION COMPETENCIES	CAREER EXPLORATION STRATEGIES	COMMENTS
1. Students will know the fitness value of selected sports and activities, attain two predetermined fitness status for each individual and participate in daily vigorous activity.	1.1 Research sports related careers and level of fitness required for each. 1.2 Listen to a speaker from fitness field careers. 1.3 Write a resume of physical fitness activities & history. 1.4 Conduct a mock interview of physical ed. career choice. 1.5 Present a report on necessary qualifications for a physical fitness career choice. 1.6 Visit a physical fitness center.	
2. Students will demonstrate the skills necessary for performing basic folk dances, a number of different square dances, and the basic steps involved in selecting popular dances.	2.1 Observe a performance (dance). 2.2 Observe a representative from local dance company. 2.3 Listen to a guest speaker in area of dance.	
3. Students will be able to perform basic tumbling stunts and routines as well as skills on the balance beam, parallel bars, vaulting box, and uneven bars.	3.1 Complete job research sheet. (gymnastics) 3.2 Relate gymnastics terms to job. 3.3 Complete job outlook sheets related to gymnastics. (i.e., physical therapists) 3.4 Emphasize safety in all activities.	
4. Students will be able to perform the basic skills involved in modified and lead-up games such as tag/flag football, basketball, table tennis, track and field, and other recreational activities.	4.1 Relate activities to hospitality/recreation cluster. 4.2 Demonstrate importance of following instructions (game boards). 4.3 Design court for different games.	

PHYSICAL EDUCATION COMPETENCIES	CAREER EXPLORATIONS	COMMENTS
4. con't	4.4 Emphasize proper communication skills in physical education field. 4.5 Practice safety in all activities. 4.6 Operate scoreboard and electronic measuring devices.	
5. Students will know the principles of exercise and diet that contribute to the development of the totally fit individual.	5.1 Plan menu based on RDA. 5.2 Plan meals for restricted diets.	

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Math

Competency: The learner will apply the decision-making process to formulate tentative career plans. (#2, p.4)

Strategy: The student will figure the total cost of a bill at a local restaurant.

Equipment and materials: Menu from the restaurant

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson the students would have learned to figure percentages of numbers.
2. In a previous lesson the students would practice problems using 5% (sales tax) and 15% (for the tip).
3. Hand out the menus to the students and allow them to select a meal from the menu.
4. The students should then calculate the total cost of the meal including tax.
5. In addition, the students should figure the amount of tip needed based on a percentage of 15%.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Math

Competency: The learner will apply the decision-making process to formulate tentative career plans. (# 2, p.4)

Strategy: The student will work multi-step problems.

Equipment and materials: Duplicated sheets with multi-step problems about two families who are purchasing new cars, overhead projector, acetate sheet of the word problems

Estimated time for activity: Two class periods

Instructions for teacher:

1. In a previous lesson the students would have learned how to solve word problems involving only one basic operation.
2. Introduce the lesson by discussing what is involved when purchasing a car. Explain the terms "financing" and "trade in". Introduce the two imaginary families that students will compare what the two families paid for their new cars to see who made the "best deal".
3. Pass out sheet containing the word problems. As a class go over and solve the problems to find the final amount that each family actually paid for their new car. Stress how different operations were used to find the amount of money that was spent.
4. Assign students to complete the rest of the problems on their own.
5. After students finish the problems, open a discussion about how important it is to use math to figure out problems that people encounter in everyday life.
6. As a follow-up, students may use brochures, the classified ads and magazines to pick out a car and figure out all that they will have to pay when purchasing this new car.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Math

Competency: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers. (#3, p. 6)

Strategy: The student will use everyday life situations involved in wage calculations.

Equipment and Materials: Money per hour, a list of jobs (particular), time sheets (duplicated-formal time sheets), and chalkboard

Estimated time for activity: Two class periods

Instructions for teacher:

1. Introduce particular jobs to students; the students can choose a job of their choice.
2. Show time sheets and an hourly rate schedule of a particular job, (money the job pays an hour).
3. Show students how to compute wages earned for an eight hour workday.
4. Show students how to compute weekly earnings.
5. Discuss wage calculations.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EDUCATION

Subject: Career Exploration/Math

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The students will learn that "time is money."

Equipment and Materials: Student's individual clocks, teacher's clock, duplicator sheets

Estimated time for activity: one week

Instructions for teacher:

1. In previous lesson students should have a working knowledge of the number of minutes in a hour.
2. Draw a clock on the board and explain the parts. (hands, marks, numbers)
3. Give each student a clock and allow time for them to manipulate the hands.
4. Demonstrate different times on your clock and have students to follow.
5. Call out different times and let students show then on their clocks.
6. Give students a worksheet with different times.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Science

Competency: The learner will apply the decision-making process to formulate tentative career plans. (#2, p.4)

Strategy: The student will correlate the Scientific Method and the decision-making process used to make a decision on repairing a car engine that is not working properly.

Equipment and Materials: A car engine that is overheating.

Estimated time for activity: One class period

Instructions for teacher:

1. Make a clear statement of the problem. Engine is overheating.
2. Obtain information. Thermostat controls flow of coolant in the engine.
3. Form a hypothesis. Thermostat is not working properly.
4. Test the hypothesis. Replace old thermostat with new one.
5. Accept or reject hypothesis. Engine does not overheat; faulty thermostat was cause of the problem.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Social Studies

Competency: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers. (#3, p.6)

Strategy: The student will research colonial occupations and complete a project.

Equipment and materials: Library reference books, poster paper, magic markers

Estimated time for activity: two to three class periods

Instructions for teacher:

1. Students are to research various colonial occupations--copper, blacksmith, cobbler, etc., in groups.
2. Discuss jobs today and their technology and how they might be different from colonial days. Discuss how they are alike.
3. As a group, students are to do a poster depicting the occupation and giving vital information and drawings.
4. Have students give presentation to the class.
5. In groups, students may role play or act out various occupations from colonial days.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Social Studies

Competency: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers. (#3, p.6)

Strategy: The student will compare and contrast the labor practices of a free enterprise vs. communistic economics.

Equipment and materials: Determined by teacher

Estimated time for activity: One week

Instructions for teacher:

1. Show filmstrips.
2. Read book emphasizing labor forces.
3. Brainstorm U. S. labor practices and Soviet labor practices.
4. Roleplay job assignments in Soviet Union.
5. Roleplay applying for a job in U. S.
6. Make chart contrasting the two.
7. Write a report interpreting findings.

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ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Social Studies

Competency: The learner will analyze occupational and educational opportunities. (#4, p.8)

Strategy: The student will read about a "Cartographer". Discuss maps, see examples of maps and draw varied types of maps.

Equipment and materials: Different types of maps and drawing materials

Estimated time for activity: One-two class periods depending on how many examples of maps are used

Instructions for teacher:

1. The teacher should explain what the job of a cartographer is in relationship to social studies and careers.
2. Students can draw their own maps (population, mercator, topographical, product, etc...).
3. Use maps to display in the room for examples.

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ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Social Studies

Competency: The learner will analyze occupational and educational opportunities. (#4, p.8)

Strategy: The student will explore job possibilities in government agencies.

Equipment and Materials:
1. Brochures from the various social and governmental agencies
2. Interpretation of job specifics by person or persons already employed in the named jobs
3. Video presentation

Estimated time for activity: One week (5 class periods)

Instructions for teacher:

1. Should contact persons employed in specific occupations for information and/or brochures.
2. Be responsible for collecting and selection of resource materials.
3. Insure a comfortable learning environment for pupils.
4. Follow-up on student job interest.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration Communications Skills

Competency: The learner will investigate the influence of personal interests, aptitudes, career values, and attitudes on career choices. (#1, p.1)

Strategy: The student will investigate skills and working conditions needed for various careers and chart results.

Equipment and materials: Readings on various careers, interview results chart, paper, and pencil

Estimated time for activity: Two periods

Instructions for teacher:

1. Students interview three people of various careers prior to activity.
2. Students complete reading on three jobs of their choice prior to activity.
3. Students make charts to compare various skills needed, etc. Teacher may provide forms and let students complete.

Example of charts listed below:

4. Charts will help students in the decision-making process.

	Bank Teller	Pharmacist	Lawyer	Architect	Orthodontist	Farmer
Hours						
Education/ Skills needed						
What I like about the job						
What I don't like about job						

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communications Skills

Competency: The learner will apply the decision making process to formulate tentative career plans. (#2, p.4)

Strategy: The student will review the decision-making process.

Equipment and materials:

Estimated time for activity: Two class periods

Instructions for teacher:

1. Review situations that you need to make decisions on.
   a) short term
   b) long term

2. Use decision making process to make decisions.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will apply the decision-making process to formulate tentative career plans. (#2, p.4)

Strategy: The student will solve career-related story problems and then write story problems relating to his own personal career choices.

Equipment and materials: Determined by the teacher

Estimated time for activity: Two class periods

Instructions for teacher:

1. Teacher introduces problem-solving steps.

2. Students solve problems in small groups, recording steps they used in solving problems.

3. In large group review answers and answer questions.

4. List types of problems on worksheet: problems relating to production, salary, and profit.

5. Students use their information from Career Exploration to write similar problems for another student to solve.

6. Students trade papers and solve the problems.

NOTE-Student should research in their career exploration cluster a job with related salary information which he/she is interested in.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The student will design and develop a personal calendar to encourage effective time management.

Equipment and materials: Duplicated sheets--notebook size of a month-by-month calendar

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson, the students have practiced goal setting.
2. Introduce the concept of time management by writing a quote on the board. "Time is just too precious to be wasted. If I were to name one quality necessary for success in sales, it would have to be good time management." Mary Kay Ash (Mary Kay Cosmetics)
3. Discuss the importance of carrying a calendar and writing reminders ahead on your calendar.
4. Have the students evaluate how they are using their time more effectively.
5. The students should design their own calendars with illustrations and goals. The goals should be annual, monthly, weekly, and daily. Time should be included for family, friends, studies, school projects, reading, jobs, leisure and extracurricular activities.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.11)

Strategy: The students will collect tickets (or tokens) to reinforce responsibility and attending to task in any given assignment.

Equipment and materials: Tickets (tickets should be issue, if possible, only given assignment, and basic class rules)

Estimated time for activity: Six weeks to indefinite

Instructions for teacher:

1. Tell students they will receive tickets as teacher notices them doing assignments, participating in class activity, finishing an assignment, staying on task, and making corrections without complaint. Teacher can add to this list any important work habits that apply to academic setting and work place. Teacher also notes that being on time will automatically get the student his/her first ticket.
2. Explain to the students that every time they follow a rule that they will not necessarily get a ticket, but will receive them as the teacher has time to reward them.
3. Teacher also tells students they are responsible for keeping up with their tickets. If they lose them, they are just gone.
4. As teacher goes about class or as he/she sees a particular student or group of students attending to task, she passes out ticket(s) (with or without comments). He/she particularly keeps an eye out for those students who normally might not earn tokens.
5. The student returns the tickets to the teacher, so they may be credited to his/her account.
6. The number of tickets each student has can be used to improve grades, buy free time, buy game time, buy no-homework-pass, etc.
7. If double tickets are employed, a weekly drawing can be held to determine some special reward. Tickets, of course, in this case would be collected on a weekly basis.
8. If the class earns a certain total of tickets collectively, the class may be rewarded in some special way. Tickets, of course, in this case would be collected on a weekly basis.

Rationale:

1. Tickets are like money to the students. Students have to be responsible for keeping up with tickets.
2. Teacher paperwork is at a minimum. He/she counts, or has each student count the tickets. They are recorded, and compared to fixed totals for certain rewards or grade bonus. They are not averaged.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will analyze occupational and educational opportunities. (#4, p.10)

Strategy: The learner will write a job description for the career of his/her choice.

Equipment and materials: Library books, information file materials, current periodicals, pencil, paper

Estimated time for activity: One to two class periods

Instructions for teacher:

1. From previous lesson students would know how to use the card catalog to locate information on careers.
2. Introduce the career description. Show a sample of different components of a career description.
3. With librarian's assistance, explain to students the different places where career information can be found.
4. Students will use regular and special reference books on careers. They will also use the information file on current publications to write a career description of their choice.
5. Teacher will read description and make suggestions for changes. Student will make final copy.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The student will write a job description and a resume for [illegible]

Equipment and materials: Samples of real job descriptions and resumes, pencils, and pens

Estimated time for activity: Two class periods

Instructions for teacher:

1. Explore sample job descriptions and resumes.
2. Make a list of jobs that students find interesting.
3. Write a job description telling what kinds of work would be expected of that employee. (proofread, revise, rewrite)
4. Make a copy of the job descriptions for each class member.
5. The student chooses one of the jobs for which he would like to apply. The student then writes a resume of himself, telling about his experiences and personal qualities that would qualify him for the job. (proofread, revise, rewrite)
6. Follow up with a discussion of how the job description and resume influence the employee and the actual working conditions.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communications Skills

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The student will write a business letter applying for a job.

Equipment and materials: Duplicated sheets with want-ads for jobs, letter writing instructions, and paper with lines to write on, paper cut to envelope size

Estimated time for activity: Two class periods

Instructions for teacher:

1. In a previous lesson, the students would have learned about using the classified section of the newspaper.
2. Introduce the business letter, compare and contrast to friendly letter. Show a sample business letter with parts of business letter labeled.
3. Show the class a letter of application-you may want to have the class compose a letter together on the board.
4. Students will choose from two different help-wanted classified ads and write a letter of application for the ad of their choice.
5. After the teacher proofreads the letter, the student rewrites it and makes an envelope to go with the letter.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Communication Skills

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The student will role play for a job interview.

Equipment and Materials: Tape recorder and a list of possible questions asked during interview

Estimated time for activity: Approximately twenty minutes

Instructions for teacher:

1. Review speaking skills taught during speaking and listening unit of study.
2. Review and discuss the correct preparation of a resume.
3. Have students rehearse with each other by interchanging roles.
4. Listen to recording to determine strengths and weaknesses, and improve or enhance where necessary.
5. Have a professional (businessman) come in and conduct interview with individual students.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Art

Competency: The learner will investigate the influence of personal interest, aptitudes, career values, and attitudes on career choices. (#1, p.1)

Strategy: The student will design a poster on career interests.

Equipment and Materials: Sheets of plain paper for sketching and planning large poster paper, pencils, crayons, ink markers, magazine pictures, scissors and glue for final poster

Estimated time for activity: Two class periods

Instructions for teacher:

1. In art class, the students have learned about lettering and poster design.
2. Show sample posters that emphasize major subjects. The teacher may also use ad layouts from newspapers and magazines.
3. Give each student planning paper to sketch his lay-out.
4. The teacher will provide needed materials or encourage students to use creative imagination.
5. The teacher will monitor each student's work, giving suggestions where needed.
6. The teacher and students hang posters with title "Which Career Will You Choose?" or some similar related title.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Art

Competency: The learner will relate the importance of technology, productivity and citizenship to the development of independent workers. (#. p.6)

Strategy: The student will design and tie dye T-shirt.

Equipment and Materials: T-shirt (white), rubber bands, hot plate, dye, gloves, and pot or kettle

Estimated time for activity: One or two class periods

Instructions for teacher:

1. Demonstrate to class the different ways to use the rubber bands to tie off certain areas of your T-shirt.
2. Student will tie off areas of their shirt. Make sure rubber bands are tight.
3. Student will prepare dye according to package directions.
4. Student will put on gloves and dip T-shirt in dye for two to three minutes.
5. Remove shirt, rinse in sink under cold water.
6. Remove rubber bands--wherever their was a rubber band--this will remain white, dye will be resisted.
7. Hang up to dry--end of class.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Music

Competency: The learner will investigate the influence of personal interests, aptitudes, career values and attitudes on career choices. (#1, p.1)

Strategy: The student will explore various types of music in preparation for job in record shop.

Equipment and materials: Records, discs, tapes, textbooks, and listening equipment

Estimated time for activity: Four class meetings

Instructions for teacher:

1. Introduce classical, romantic, impressionistic, and contemporary musical styles. Study each period in music and listen to representative music.
2. In fourth session, visit record store to familiarize one's self with the layout of the store.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Music

Competency: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers. (#3, p.6)

Strategy: The student will be familiar with sound equipment owned by the school and the necessary set-ups for a performance.

Equipment and materials: Microphones, amplifiers, speakers, tape recorder, and video recorder

Estimated time for activity: Two class periods

Instructions for teacher:

1. Introduce the students to the use of sound equipment to produce the best sound reproduction possible.
2. Familiarize students with microphone and amplifier levels, making sure that students do not set the gain too high.
3. Make sure students understand that speakers must not be within the area received by the microphone.
4. Set up for a school concert.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Physical Education

Competency: The learner will investigate the influence of personal interests, aptitudes, career values, and attitudes on career choices. (#1, p.1)

Strategy: The student will learn the five ways to trap or stop a soccer ball.

Equipment and materials: Soccer field and 12 soccer balls

Estimated time for activity: One class period

Instructions for teacher:

1. Students will do exercises related to the leg muscles as those to be stretched before activity.

2. Students will sit in a group as the teacher demonstrates and explains the
   A-Inside foot traps
   B-Outside foot trap
   C-Skin trap
   D-Leg trap
   E-Chest trap

3. Students are put into small groups where the teacher will assists if needed.

4. Students who have learned skills will help those having problems.

5. Teacher will individually check students to rate their competency in trapping. Skill will be reviewed at the beginning of next class for those needing more help.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Physical Education

Competency: The learner will relate importance of technology, productivity, and citizenship to the development of independent workers. (#3, p.6)

Strategy: The student will develop a physical fitness personal improvement plan. Explain the advantages in developing self-discipline, productive work habits and positive attitudes.

Equipment and Materials: President's Physical Fitness Test

Estimated time for activity: One week

Instructions for teacher:

1. The student after receiving the results of the Physical Fitness Test will develop a personal improvement plan. The importance of self-discipline, productive fitness habits and positive attitudes will be stressed.

   Examples - Arm Fitness Plan - Push ups and Pull ups
              Land Weights - 3 times a week and chart

   Examples - Walk-Run Fitness - 3 times a week and chart

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Physical Education

Competency: The learner will analyze occupational and educational opportunities. (#4, p.8)

Strategy: The student will research career possibilities and/or opportunities in the world of athletics.

Equipment and materials: Books, magazines, and newspapers in library

Estimated time for activity: Five class periods

Instructions for teacher:

1. In our lesson inform the students of the criteria for success in their chosen fields of athletics. Also explain the pyramid effect in opportunities in sport as students grow older.

2. Obtain speakers for the three important levels of progress for a particular sport. (example-high school, college, professional, either a player or coach)

3. A--Have students research salaries and numbers of positions available in a particular sport. (ex. How many boys, high school varsity basketball players are there? How many college? How many professional?) It should show the decreasing opportunity situation.
   B--Research benefits, retirement, how many years does it take to qualify, or average number of years players play.

4. Follow up with a class to summarize what has been learned about this particular career.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Physical Education

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p.10)

Strategy: The student will follow directions and keep score in a volleyball game.

Equipment and materials: Volleyball, volleyball net, and courts

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson the students learned to keep score, serve, and volley.

2. Show the students how to rotate correctly.

3. Students must call out the score before serving.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Guidance

Competency: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers. (#3, p.6)

Strategy: The student will roleplay situations involving responsible and irresponsible worker.

Equipment and materials: Cards with situations listed, props as needed by students, TV, VCR, and video recorder to record sessions and play back

Estimated time for activity: Two or three class periods

Instructions for teacher:

1. Students should be given instruction on verbal and non-verbal messages- emphasizing the importance of body language, facial expression, voice tone, volume, and body positioning.
2. Brain storm list of responsible behaviors and irresponsible behaviors by workers.
3. Write each behavior on a 3 x 5 card.
4. Divide students into groups of two or three employers and an employer for each situation.
5. Each group chooses a card, students are given five minutes outside the classroom door to prepare and then enter and present their skits. All skits are video taped.
6. After all skits are presented and video taped, the tape is replayed and stopped after each skit. Students discuss the behaviors.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Career Exploration/Guidance

Competency: The learner will analyze occupational and educational opportunities. (#4, p. 8)

Strategy: The student will listen to representatives from different career choices. This will be done in a "Post High School Planning Seminar for Parents and Students."

Equipment and materials: Handouts on college requirements, military requirements, and financial assistances

Estimated time for activity: A night meeting after school hours.

Instructions for teacher:

1. A career information file will be available at the meeting.
2. Speakers from different fields (ex. military college reps., etc.) will give short speeches about their area.
3. Handouts for participants giving information to be covered.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

NOTES

Subject: Career Exploration/Guidance

Competency: The learner will examine techniques designed to assure success in job seeking and maintaining employment. (#5, p. 10)

Strategy: The student will role play the technique of interviewing for a job.

Equipment and Materials: The New Model Me: Unit IV "Decision Making"
Chapter: Impact People Interviews: Decisions and Goals

Estimated time for activity: One class period

Instructions for teacher:

1. Following the "Self-Concept" unit, students will decide what attributes they possess to qualify them for a particular career area.
2. After defining attributes in relation to a chosen career, student will prepare a campaign to "Sell Self."
3. Student will, through role play, interview for a job in a career area--"Putting Best Foot Forward."
4. Peers and teacher will critique and decide if student should be considered for position.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of fractions and their applications. (#3, p. 17)

Strategy: The students will double or half recipe measurements using fractions.

Equipment and materials: Recipes, baked goods, ice, cups, napkins, and drinks

Estimated time for activity: Two class periods

Instructions for teacher:

1. In previous lessons, the students would have learned about fractions and their operations.
2. The two day activity the students will do now is the culminating activity for fractions.
3. Day 1: Review fractions and relate them to using recipes. Discuss the recipes brought to school by the students. Students will bake "goodies" that night.

   Day 2: Students will bring "goody" and recipe to school. Collect the recipes and share the "goodies" with the class as part of the "Fraction Party". Teacher brings paper items and drinks or ask some of the students to do so.
4. Finish the day by cleaning up and then discussing the ways fractions were used today.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of fractions and their applications. (#3, p. 17)

Strategy: The student will use the architect scale to complete an orthrographic drawing of a block of wood.

Equipment and materials: Architectural scale

Estimated time for activity: Two class periods

Instructions for teacher:

1. Discuss the importance of being able to measure.
2. Each student will be given a scale to use.
3. Teacher will demonstrate from the board fractions of an inch such as: 1/16 - 1/8 - 1/4 etc.
4. After students demonstrate competence in use of the scale, construction will begin on the orthographic drawing.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Explorations

Competency: The learner will demonstrate an understanding of fractions and their applications. (#3, p. 18)

Strategy: The student will solve problems using time cards and fractions of hours.

Equipment and materials: Duplicated sheets with problems

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson, the students would have learned about multiplying fractions.
2. Introduce concept of time card. Discuss uses of and reasons for.
3. Show students sample time cards.
4. Work several examples on board/overhead.
5. Have students work some examples on their own.
6. Distribute duplicated sheets with problems and guide students through first few.
7. Allow students to finish sheet on their own.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of decimals and their applications. (#4, p. 18)

Strategy: The student will count out and add up money, and will also use a cash register.

Equipment and materials: Cash Register
Money: $ 1.00 $ 5.00 $ .01 $ .05
$ 10.00 $ 20.00 $ .10 $ .25
$ .50

Estimated time for activity: Two class periods

Instructions for teacher:

1. Review money amounts.
2. Student will be given amounts to count out to exact change.
3. Student will add up totals, on a cash register. Take money from a person, and give back correct change.
4. Student will count the total amount, in the cash register, for the day.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of decimals and their applications. (#4, p. 18)

Strategy: The student will practice using the bank service for a checking account.

Equipment and materials:

Estimated time for activity: Three class periods

Instructions for teacher:

1. Introduce banking services.
2. Do samples with students on the following:
   1-Bank services changes.
   2-Check deposit slip.
   3-Check register.
   4-Checking statement.
3. Have a banker come speak to the class.
4. Review and allow the students to do the work sheets.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Explorations

Competency: The learner will demonstrate on understanding of decimals and their applications. (#4, p. 18)

Strategy: The teacher will instruct the student in the use of percent and how to apply to salary. A salesman can visit the class and explain how he is paid.

Estimated time for activity: Four class periods

Instructions for teacher:

1. The basic concept of multiplying with percents must already be understood.
2. Word problems should be provided with the examples showing the "real" world with current commission rates.
3. This is a thinking activity as well as a mechanical activity and so it will require many practice problems. The problem should be a diverse as possible to touch as many "real life" situations as possible.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of decimals and their applications. (#4, p. 18)

Strategy: The student will compute math skills developed in class to the practical application of gross pay to net pay.

Equipment and materials:
- Print-out of a personal career occupation
- Table-chart showing various salary deductions
- Pay voucher (copy) for emphasis

Estimated time for activity: Two class periods

Instructions for teacher:

1. In a previous class students will have selected a salary and calculated it to a monthly basis.
2. Students will have individual Table-of-Deductions for S.S., retirement, federal w/h, state w/h, and other possible deductions.
3. Students will work in pairs; however, each student will complete personal deduction sheet.
4. Team-mate will check voucher in each occupation and possibly find time to write a pay-check.
5. Extended Lesson: Each pair of students prepare a budget of personal expenses to match their salary. (Use local advertisements in newspaper)

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understand of ratio, proportions and cents. (#5, p. 18)

Strategy: The students will do comparison shopping by using the newspaper ads.

Equipment and materials: Newspapers, calculators, (if proficient in conversion to decimals paper)

Estimated time for activity: One or two class periods

Instructions for teacher:

1. Students have been taught previously how to convert percents to decimals and compute values.
2. From various newspapers (especially Sunday editions) students will observe all "sale" advertisements.
3. Either from listed merchandise in ad, or from items teacher might quote as possible purchases, students will compute sales, and add tax.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of ratio, proportions and cents. (#5, p. 18)

Strategy: The student will calculate cost including sales tax and tips.

Equipment and materials: Activity sheet "How to Tip"

Estimated time for activity: One class period

Instructions for teacher:

1. Since this is only one part of a mini-unit entitled, "Eating Out," the teacher will review menu terms and various kinds of menus.
2. The reasons for tipping and how to tip will be discussed.
3. A review of percents will be done with students using the chalkboard.
4. Students will compute their own problems.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Explorations

Competency: The learner will demonstrate an understanding of ratio, proportions, and cents. (#5, p. 18)

Strategy: The students will roleplay "waiter/waitress."

Equipment and materials: Handouts-1) Steps for taking an order 2) Sample menu 3) Sample guest check 4) Sample guest check problems

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson, the students would have researched career information on careers related, to food service.
2. Teacher and class read over handout on steps for taking a food order.
3. Students have a sample guest check and sample tax problems.
4. Teacher goes over sample guest check on the chalk board including subtotaling a sample problem.
5. Teacher demonstrates how to compute 5% sales tax including rounding numbers.
6. Have students do two sample problems.
7. Students roleplay waiter/waitress and customer each taking the others' order, subtotaling, computing the tax and totaling the guest check.
8. The "customer" checks the waiter's computations. This activity may be followed by learning to compute 15% or 20% tip.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of ratio, proportions and cents. (#5, p. 18)

Strategy: The student will plan and calculate travel costs for an overnight school or family trip.

Equipment and materials:

Estimated time for activity: Two class periods.

Instructions for teacher:

1. Discuss places to visit and why.

2. Discuss the cost.

3. The students will select a place to visit.

4. Each student will calculate the cost per person
   (a) Travel charges
   (b) Food, drinks
   (c) Motel, hotel charges
   (d) Miscellaneous charges

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Math/Career Exploration

Competency: The learner will demonstrate an understanding of geometric shapes and constructions. (#6, p. 18)

Strategy: The student will measure the classroom for carpet sold by the square yard.

Equipment and materials: Yard sticks/measuring tape, carpet advertisements

Estimated time for activity: One class period

Instructions for teacher:

1. In the previous class periods, students will have learned how to calculate area and its formula, A=bh. They also will have already mastered recognizing shapes, so as to use the correct formula.

2. Introduce the practical application of knowing how to find the area of any given space.

3. Give them the assignment of finding the best deal on carpet for the classroom. (We are going to omit in the actual figuring grades of carpet.)

4. The students will work with partners to measure the classroom. They will then both calculate the area in square yards.

5. The students will use the number of square yards to determine which store has the best deal on carpet.

6. Review at the end of class mentioning that there are different grades of carpet and that this too is a consideration in reality.

7. After the review they are asked to find out, as a homework assignment how many square yards they have in their own bedroom.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

NOTES

Subject: Math/Career Exploration

Competency: The learner will do some measurement activities and solve related problems. (#7, p. 19)

Strategy: The student will use measurement activities to solve related problems in cartography.

Equipment and materials: Drawing paper
Pencils
Rulers

Estimated time for activity: One class period

Instructions for teacher:

1. In a related lesson in science students have learned that to find area you multiply length times width.
2. Introduce drawing to scale.
3. Draw floor plan of house with measurements to scale. (ex. 1/2 in. = 1 ft)
4. Discuss abbreviations that can be used to identify various rooms. (ex. BR = bedroom, G = garage)
5. Figure area of rooms and of overall house by multiplying length times width. (ex. BR 5" x 6")
6. Discuss why it would be important to have all measurements, and they be precise. (builders' costs for interior decorators, for plumbers, and electricians, etc. to do their job.)
7. Overall area used to compare amount of living space in various homes.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Science/Career Exploration

Competency: The learner will understand the nature and relationship of science to human endeavor. (#1, p. 22)

Strategy: The student will name and describe three wildlife occupations.

Equipment and materials: Writing materials

Estimated time for activity: Two class periods (not necessarily back to back)

Instructions for teacher:

1. Brainstorm careers related to wildlife.
2. Have each student pick one career from the list to portray to the class. Encourage students to use props and dress up for their portrayal.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Science/Career Exploration

Competency: The learner will have an understanding of plant and animal communities. (#5, p. 23)

Strategy: The student will analyze recipes for categorizing into food groups and nutrition content.

Equipment and materials: "Recipes"

Estimated time for activity: Two days

Instructions for teacher:

1. Review food groups and what foods are found in each group.
2. After looking at recipes decide which group is the main ingredient.
3. Look at sugar, fat, salt, content and estimate if recipe is healthy.
4. Guide students through finding % of ingredient and decide if there is a healthy amount.
5. Select recipes that are healthy and nutritious. (analyze)

(Can be done in groups or individually)

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Science/Career Exploration

Competency: The learner will have an understanding of plant and animal communities. (#5, p. 23)

Strategy: The student will participate in the growing different types of plants (seeds, propagation).

Equipment and Materials: Duplicated sheets, potting soil, clear cups, seeds, mother plants

Estimated time for activity: One week

Instructions for teacher:

1. Introduce plants to students.
2. Plant butter beans, peas, peanuts, etc.
3. Plan out chart for plant growth (to be drawn daily).
4. Go on a nature walk and collect seeds for a seed collection.

Name_____

Plant Growth Chart

Week	Mon	Tues	Wed	Thurs	Fri

Name_____

Seeds from the Nature Walk

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Science/Career Exploration

Competency: The teacher will demonstrate each procedure used in laboratory safety. (#10, p. 24)

Strategy: The student will understand and recognize the safety symbols used in a science lab.

Equipment and Materials: Chart w/symbols and resource book w/worksheet

Estimated time for activity: One class period

Instructions for teacher:

1. Introduce the symbols and meanings--talk about importance in dealing with science equipment. (esp. in a lab)
2. Demonstrate correct use of science equipment.
3. As independent practice--do resource book worksheets on safety to check for understanding.
4. Check in groups to see if mastered.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Science/Career Exploration

Competency: The teacher will demonstrate each procedure used in laboratory safety. (#10, p.24)

Strategy: The student will compare the lab safety standards in the classroom with real life working situations.

Equipment and materials: Vocabulary and objective sheets, report assignments, speakers w/displays of how lab safety or measures, applies to their job, overhead projector, reference book, lab equipment

Estimated time for activity: 2 weeks (Students may need to start reports ahead of this time)

Instructions for teacher:

1. The teacher should discuss vocabulary and objectives with students.
2. The teacher should make a display of the lab equipment used in the classroom and demonstrate its proper uses.
3. The teacher should plan speakers in advance.
4. The teacher should allow enough time for all students to do their reports and present them.
5. The teacher could have the students do a project along with their reports such as a mobile or shadow box demonstrating safety techniques used in/on the job they are describing.
6. The teacher could plan a field trip to a local plant where student could view first hand safety measures being used.

NOTES

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will gain a better understanding of the cultural influences of our area. (#1, p.34)

Strategy: The student will research geographic and cultural diversities.

Equipment and materials: Assortment of newspapers from across the state which reflect all of its geographic and cultural diversity, scissors, glue, black and gray construction paper, 3' x 6 " cardboard cutout of North Carolina

Estimated time for activity: Two class periods

Instructions for teacher:

1. Ask students to scan the various newspapers for photos and articles which deal with the art, music, dance and theater in the various regions of the state.
2. These photos/articles will be assembled by the group within the various regions as compositions which reflect those same areas. The task is to create a unified composition of the entire state.
3. Use black and gray construction paper for accent and to help create balance and unity.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will gain a better understanding of the cultural influences of our area. (#1, p. 34)

Strategy: The student will write to countries requesting information about their safety standards.

Equipment and materials: Current World Almanac

Estimated time for activity: One or two weeks

Instructions for teacher:

1. Introduce safety measures, their purposes in general, and the concept that safety measures may vary from company to company and country to country. Review safety-related accidents in the U. S. and foreign countries.
2. Select countries (related to social studies unit) and companies based in the U. S. who have plants and operations in foreign countries. Either assign or allow students to select one country and one company.
3. Review the basics of writing a business letter.
4. Review the purpose of writing these letters and divide students into small groups to work out a basic letter to the company and the embassy.
5. Select the best and share with everyone. An alternative is to use the overhead projector and work the letter out as a class. (An excellent way to reinforce staying on purpose, using language appropriate to your audience and revision techniques generally.)
6. Each student prepares two letters--one to the embassy and one to the company.
7. As information returns, share it, and compile and compare it.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will increase proficiency in map and globe skills. (#4, p.38)

Strategy: The student will become proficient in location places by using the grid on a map or globe.

Equipment and materials: Worksheet, maps, and rulers

Estimated time for activity: One class period

Instructions for teacher:

1. In a previous lesson the students will have learned the difference between longitude and latitude.
2. Teacher will distribute materials for class.
3. The teacher will work one of the problems to make sure students understand assignment.
4. Students will work individually with teacher assistance.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will increase proficiency in map and globe skills. (#4, p.38)

Strategy: The student will follow a map from the factory to the delivery sites.

Equipment and materials: Duplicated city maps and instructions on material to be delivered

Estimated time for activity: One class period

Instructions for teacher:

1. On a previous lesson the students would have learned about map reading skills.
2. Students will choose from a list of products and a list of delivery sites.
3. Students must decide where the product would originate and the final the destination.
4. Using the map students will plan their route from the factory to the delivery site.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will increase proficiency in map and globe skills. (#4, p. 38)

Strategy: The student will become proficient in geographic indexing/filing.

Equipment and materials: Duplicated activity sheet on indexing United States map

Estimated time for activity: One period

Instructions for teacher:

1. Discuss with students the job of File Clerk--duties, responsibilities, importance, etc.
2. Refer to the United States map. Have student find the Mississippi River on the map. Make sure students understand east and west.
3. Index a student's name to insure student's understanding.
4. Pass out duplicated activity sheet.
5. Go over orally.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will identify reasons people work. (#6, p.40)

Strategy: The student will identify what areas are best suited for agricultural and industrial jobs of a country.

Equipment and materials: Rainfall/Vegetation Map
Major Mineral Resource Map

Estimated time for activity: Two class periods

Instructions for teacher:

1. After the introduction of a country students will have access to a variety of maps pertaining to this country.
2. Students are to summarize data from the vegetation and natural resource maps.
3. From map symbols the students will be making inferences and predictions from the maps on what kinds of jobs would be available in the specified country.
4. The conclusions from their map evaluations should be a composite list of vegetation and minerals of a country relating the job opportunities that would be available.

ACTIVITY FOR INTEGRATING BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will identify reasons people work. (#6, p.40)

Strategy: The student will research careers available by analyzing natural resources of specific foreign countries.

Estimated time for activity: One class period

Instructions for teacher:

1. List natural resources found in country being studied.
2. Do roleplaying activity. Give students a specific area of the country as "home."
3. Have the student find resources found in the area assigned.
4. Students think of jobs pertaining to natural resources available. They choose one and report to group. They may continue process until all resources are exhausted.
5. They may investigate careers further to find salaries etc.
6. Find auxiliary jobs also.
7. Discuss how communities evolved form resources, careers, jobs, and how they relate.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Explorations

Competency: The learner will recognize values and dignity inherent in work. (#7, p. 41)

Strategy: The student will express through an oral presentation the feelings of success for a project well done.

Equipment and materials: Project-making African masks:
1) Duplicated sheets with criteria for masks and different medias that could be used in structuring masks
2) Poster Paper
3) 3 x 5 cards

Estimated time for activity: 2 class periods--preliminary work and final product due 3 weeks later (or appropriate amount of time)--One class period--oral presentations

Instructions for teacher:

1st class period

1) In a previous lesson, students would have learned about the cultures and customs of some African tribes. (review)

2) Introduce sheets to students. Followed by a class discussion and examples of masks.

2nd class period

3) Give each student poster board to design masks that will later be made at home.

4) Determine the due date for final product. Students will attach a 3 x 5 card on the back of the project with the following information: 1) What materials were used 2) Total amount of time the project took 3) What help was given and by whom (ex. father cut out wood to be used).

3rd class period

5) Present your mask to the class. The teacher should review presentation procedure (emphasis on positive attitude, exhibiting pride in work).

6) Evaluate by using one of these. 1) Quiz 2) teacher made evaluation form for mask.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Explorations

Competency: The learner will explain the inter-dependence of occupations. (#8, p.42)

Strategy: The student will explore the career of a demographer.

Equipment and materials: Sample charts and graphs

Estimated time for activity: Approximately one week

Instructions for teacher:

1. Students would have learned about the size, needs, and characteristics of countries and/or specific groups.
2. Introduce the job of a demographer.
3. Introduce vocabulary words: demographer, provincial, private industry, natural resources, census, economists, United Nations.
4. Introduce and explain the following homework assignment. Research the size, characteristics, and needs of your community. Bring the information to class.
5. Continue with discussion on the qualifications of a demographer.
6. Show students sample charts, graph, etc. to reinforce "plotting".
7. Have students make graphs and/or charts showing the information obtained about his/her community

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Social Studies/Career Exploration

Competency: The learner will understand productivity within the American economy with emphasis on NC. (#11, p.45)

Strategy: The student will learn the procedures for establishing a company.

Equipment and materials: Book: How To Grow A Hundred Dollars
Author: Elizabeth James
Notebook for vocabulary and notes, copies of test, art paper, and markers
Students will bring in items they need for advertisement activity.

Estimated time for activity: Two weeks

Instructions for teacher:

1. Introduce this activity by reading the book How To Grow A Hundred Dollars to students. Discuss key economic concepts throughout the story.
2. Develop vocabulary list related to book.
3. In a small group setting have students set up their own company. Students must decide on product they will sell (or service they will provide), demand for product or service, and advertising techniques. Students must have one television, radio, and newspaper ad.
4. Students will then formulate plans to begin their investment. They must come up with the capital, have a written list of personnel needed and their job descriptions, and determine their overall expenses.
5. Teacher may video and/or record the television and radio commercials. Copies of newspapers may be made which include the various ads.
6. Following initial set-up of the company students will place orders for their products and determine cost to the customer.
7. The final activity will include students determining if their group has invested in a product that will provide them profit.
8. Testing will be based on an understanding of unit vocabulary.

NOTES

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Communication Skills/Career Exploration

Competency: The learner will use appropriate verbal and non-verbal techniques for particular purposes. (#2, p. 27)

Strategy: The student will prepare an oral presentation on a career preference.

Equipment and materials: Notecards, speech, visual aids, research materials, and podium

Estimated time for activity: Three class periods

Instructions for teacher:

1. Give student choices of careers that will be researched.
2. Schedule two library periods for research.
3. Instruct as to format of report.
4. Instruct in proper voice tone, modulation, stance, body gestures, and length of presentation.
5. Evaluate student on the qualities and requirements set forth by the instructor.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Communication Skills/Career Exploration

Competency: The learner will use appropriate verbal and non-verbal techniques for particular purposes. (#2, p. 27)

Strategy: The student will discuss with a successful high school student the importance of education.

Equipment and materials: A willing high school student or two

Estimated time for activity: One class period

Instructions for teacher:

1. Ask the high school students prior to visit to think about:
   about what things in lower grades helped him most.
   what things he would do differently if he could do middle grades over.
   what school offerings look useful for his future plans.
2. Ask your students to:
   think of things they would like to know about high school.
   think about what they believe will be useful to them in the future.
   treat the guest with politeness and respect.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Communication Skills/Career Exploration

Competency: The leaner will increase vocabulary to aid in comprehension of certain job description. (#3, p. 28)

Strategy: The student will use vocabulary words as they relate to specific areas of vocations.

Equipment and materials: Dictionary list of vocational vocabulary words and worksheet with sentences using vocabulary words

Estimated time for activity: One or two periods

Instructions for teacher:

1. Introduce list of vocabulary words to be used in vocations.
   A. Students will define words using dictionary
   B. Students will find synonyms using thesaurus.
   C. Teacher and students will discuss words in context.
2. Students will use words in sentences of their own to show that they know the proper use of these words.
3. Teachers will give students sentences with the vocabulary words left out. Students fill in vocabulary words demonstrating their mastery of given list.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Communication Skills/Career Exploration

Competency: The learner will use visual information to think critically. (#5, p. 31)

Strategy: The student will make a filmstrip describing a job, then show it.

Equipment and materials: Clear filmstrip, story board guide for making filmstrip, fine line permanent markers, lettering guide

Estimated time for activity: One class period and additional time at home

Instructions for teacher:

1. The student will have previously read and taken notes on a specific job.
2. Using those notes, the student will design a story board for the filmstrip. (This is drawn on the story board guide.)
3. A script should be written for the filmstrip. It can be recorded on cassette tape.
4. The student will draw the story on the filmstrip using fine tip markers.
5. The student will present the finished filmstrip to the class.

ACTIVITY FOR INTEGRATING
BASIC SKILLS AND CAREER EXPLORATION

Subject: Communications Skills/Career Exploration

Competency: The learner will use study techniques to gain information. (#6, p. 33)

Strategy: The students will choose reading selections about a career they wish to pursue and take notes.

Equipment and materials: Career Selection Books

Estimated time for activity: Two class periods

Instructions for teacher:

1. Books describing different jobs and the reasons why people chose a particular job will be provided.
2. Students will make a selection, read, and take notes.
3. They will write their career choice and state their reasons explaining their choice on a sheet of notebook paper.
4. The following class period each student will state orally in front of the class, their career choice and the reasons for their decision.

NOTES